

DIRECTIONS: TITLE I RANKING REPORT FOR 2005-06

NCLB Title I, Part A, Section 1113

Submission of Ranking Report

The district Title I coordinator must complete the Title I Ranking Report for 2005-06 and submit it to the State Title I office by **August 15, 2005**. The date has been adjusted in order to allow districts to base school/district improvement requirements in the Ranking Report on the 2005 NCLB reports. The Title I Ranking Report is formatted in a Microsoft Excel workbook that contains individual worksheets for each of the tables. Each worksheet contains mathematical formulas that automatically tabulate all the data entered by the district. Do **not** enter data in the GRAY areas on the worksheets. The data will automatically be tabulated and displayed in these areas. The actual district information must be entered into the YELLOW areas on the worksheet. Complete the name of the district on each worksheet in case the pages become separated while the state consultant is reviewing the Ranking Report. Adding additional rows to the tables may disengage the mathematical formulas. Email Joe Whitworth at <jwhitwor@kde.state.ky.us> to request a Ranking Report with additional rows. Indicate which worksheets need additional rows. To print the entire workbook, select "Entire Workbook" under the Print option.

Email the completed Title I Ranking Report for 2005-06 to Louanna Tracy at <ltracy@kde.state.ky.us>. You will receive a confirmation that the Ranking Report has been received.

Purpose of Ranking Report

Title I of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act, is designed to help disadvantaged children reach high academic standards. The **Ranking Report** assists districts in meeting the requirements of Title I, Part A of the No Child Left Behind Act. The Ranking Report also provides the state Title I office with data that is required for reports for the US Department of Education. Districts must rank schools according to the percent of low-income in order to determine:

- Eligibility for Title I, Part A services;
- Selection for Title I, Part A services; and
- Allocations for Title I, Part A, services.

NOTE: A district with a total enrollment of less than 1,000 children or with only one school per grade span must still complete the Worksheets on the Ranking Report and must allocate funds to school attendance areas. However, the district is **not** required to rank schools for eligibility purposes nor is it required to allocate funds to schools in rank order.

Completing Worksheet 1 District Set-Asides and District Summary for 2005-06

NCLB, Title I, Part A, Sections 1113, 1116, 1118, 1119
Title VI, Part A, Subpart 2, Section 6123

General Information

List the name of the district and the name of the Title I coordinator for 2005-06.

District Allocation & Transferred Funds

List the district Title I allocation for 2005-06. If the district is transferring funds, list the total amount transferred into Title I, Part A from other Title program allocations for 2005-06.

Districts that are not identified for improvement may transfer up to 50% of funds from the following programs: Title II, Part A; Title II, Part D; Title IV, Part A; and Title V, Part A. Funds may not be transferred out of Title I, Part A into other programs. Districts that are identified for improvement may transfer up to 30% of funds from the same programs into Title I. When a district is identified for improvement, all transferred funds must be used for district improvement activities.

Funds that are transferred into Title I are subject to the rules and requirements of Title I. The total of the Title I allocation + (plus) the amount transferred from other Title programs must be used:

- To calculate the minimum per pupil amount for districts subject to the 125%;
- To determine required percentages in district set-asides; and
- To determine the allocations to public schools served by Title I and to determine the private school program allocation to serve eligible private school children.

The district must also submit a Transfer Amendment to the Division of Budgets in the Kentucky Department of Education (KDE). Transfer Amendments must be received at KDE **at least 30 days prior to the transfer.**

If funds are transferred into Title I, Part A after the original submission of the Title I Ranking Report for 2005-06, an amended Ranking Report showing the transferred amount must be submitted to Louanna Tracy at ltracy@kde.state.ky.us.

125% Rule

If the district serves a school with less than 35% low-income, the per pupil amount must be multiplied by 125% **for all schools served**. The Title I allocation (+ the amount transferred from other Title programs) must be divided by the total number of low-income students in the district. That amount must then be multiplied by 1.25 to determine the minimum per pupil amount. The minimum per pupil amount must be determined **before** subtracting the district set-asides. Complete Steps One and Two on the Ranking Report to determine the minimum per pupil amount. The 125% rule **does not apply** to districts with a total enrollment of less than 1,000 children or with only one school per grade span even if the district is serving a school with less than 35% low-income.

A district serving only schools at or above 35% low-income must allocate funds in rank order, on the basis of the number of low-income children in each school, but it is **not** required to multiply the per pupil amount by 125%. The per-pupil amount may be determined **after** the district set-asides are figured.

District Set-Asides

District set-asides must not be used to benefit one Title I school over another by circumventing the per pupil amounts allocated to Title I schools. Personnel who work with students (such as teachers, paraeducators, counselors, etc.) must come from the schools' Title I allocation, not district set-asides.

With the exception of funds for children who are homeless and professional development when the district is identified for Title I improvement, Title I funds may only be used for Title I schools.

Before distributing funds to participating schools, the district may reserve funds at the district level. Because the reservation of funds by a district will reduce the funds available for distribution to participating attendance areas, the district must consult with teachers, pupil service personnel, principals and parents of children in participating schools (including private school officials) in deciding district set-asides.

Column 1: District Set-Aside Categories

Funds **must** be reserved for the following:

- **Homeless** – Provide services for homeless children who do **not** attend participating Title I schools, including providing educationally related support services to children in shelters. The services must be comparable to those provided to children in Title I schools.
- **McKinney-Vento Grant** – For districts receiving a McKinney-Vento grant, provide funds for homeless children as stipulated in the Request for Proposal.
- **Neglected Institutions** – Provide services to children in local neglected institutions (if there are local institutions for neglected children in the district). The services must be comparable to those provided to children in Title I schools.
- **Parent Involvement** – Meet the parent involvement requirements. One percent (1%) of the district's Title I, Part A, allocation (+ amount transferred from other Title programs) is required for districts that have an allocation exceeding \$500,000. Ninety-five percent (95%) of the 1% must be distributed to Title I schools. A proportionate amount of the 95% must be used for parent involvement for parents of participating private school students. The proportionate amount must be based on the proportion of private school children from low-income families residing in participating public school attendance areas.
- **Professional Development for Highly Qualified Staff** – Meet the professional development requirements to ensure teachers and paraeducators (in programs supported with Title I funds) who are not highly qualified become highly qualified. Not less than 5% of the district's Title I, Part A, allocation per year (+ amount transferred from other Title programs) is required. The district is **not** required to set-aside and to spend the total 5% if a lesser amount is sufficient to ensure that the teachers and paraprofessional meet the definition of "highly qualified." If all teachers meet the state definition of highly qualified, no funds must be set-aside and expended. The district must document that a lesser amount is needed.
- **Professional Development for District Improvement** – Meet the 10% requirement for a district identified for improvement. When a district is identified for improvement, it must reserve and spend at least 10% of its Title I, Part A allocation for professional development for instructional staff across the district that is specifically designed to improve classroom teaching. The district must continue to reserve and use these funds for professional development for each fiscal year it is identified for improvement. The district is identified for improvement until it has made AYP for 2 consecutive years.
 - In this 10% total the district may include the Title I, Part A funds that a school reserves when it is identified for improvement.
 - However, the district may not include in this 10% total any part of the funds designated to help teachers and paraeducators who are not highly qualified become highly qualified.
 - In this 10% total the district may count the portion of a Title I funded curriculum/instructional coach's salary that is devoted to professional development designed to improve classroom teaching.

- **Option to Transfer** – Meet the school improvement requirement of providing transportation for the option to transfer for Title I schools that have not made adequate yearly progress for 2 consecutive years or more. Unless a lesser amount is needed, the district must annually expend **an amount equal to** 20% of its allocation (+ amount transferred from other Title programs) as follows: 5% for transportation for option to transfer, 5% for supplemental services and 10% for transportation for option to transfer, or supplemental services or both. The phrase “an amount equal to” means that the funds required to pay the costs of choice-related transportation need **not** come from the Title I allocation but may be provided from other federal, state, local and private sources. Title I improvement funds; Title V, Part A funds; and state/local funds may be used. If funds from other sources are used to meet the school improvement requirements, it is **not** necessary to include funds in the district Title I set-asides. Note the source of funds in the description column.
- **Supplemental Educational Services** – Meet the school improvement requirement of providing supplemental educational services for Title I schools that have not made adequate yearly progress for 3 or more years. Unless a lesser amount is needed, the district must annually expend **an amount equal to** 20% of its allocation (+ amount transferred from other Title programs) as follows: 5% for transportation for option to transfer, 5% for supplemental services and 10% for transportation for option to transfer, or supplemental services or both. The phrase “an amount equal to” means that the funds required to pay the costs of supplemental educational services need **not** come from the Title I allocation but may be provided from other federal, state, local and private sources. Title I improvement funds; Title V, Part A funds; and state/local funds may be used. If funds from other sources are used to meet the school improvement requirements, it is **not** necessary to include funds in the district Title I set-asides. Note the source of funds in the description column.

In addition to the requirements, funds **may** be reserved for the following:

- **Neglected/Delinquent Institutions/Day Schools** – Provide services to children in local institutions for delinquent children and neglected or delinquent children in community day school programs. The funds are included in the same category on the worksheet as the required set-asides.
- **Professional Development** – Provide professional development for Title I funded staff and other appropriate staff who work in participating Title I schools with participating children. This professional development is in addition to professional development requirements for highly qualified staff and the 10% for districts identified for improvement. If the district reserves funds for Title I professional development activities, the district must provide equitable services to teachers of private school participants from this set-aside. The district calculates these equitable services in proportion to the number of private school children from low-income families residing in participating public school attendance areas. Activities for the teachers of private school participants must be planned and implemented with meaningful consultation with private school officials and teachers.
- **School Extension Program(s)** – Provide school extension programs such as before school programs, after school programs, summer school and inter-session for Title I schools. The district would need to look at all Title I schools and determine if there are sufficient funds to serve all of the schools. If the funds are not sufficient to adequately provide services to all Title I schools, then the district may set limits or priorities (for example, serving the highest poverty schools or serving the most at-risk students).
- **Preschool Program(s)** – Provide services to preschool students. A district or school is **not** required to serve preschool students. Preschool students cannot be included in calculating the allocations to schools. The district may reserve funds in the district set-asides to serve eligible preschool students in the district as a whole or for a portion of the district; or a participating school may use its Title I funds to serve eligible preschool students. The

requirements for a targeted assistance school and a schoolwide program apply to services for preschool students.

- **Administrative Costs** – Cover direct administrative costs which may include: salaries and fringe benefits for district staff such as a Title I coordinator and Title I bookkeeper; administrative supplies, printing, postage, etc.; and the Title I portion of the Single Audit for districts expending over \$300,000 in all federal funds per year. Administrative costs may also include special capital expenses incurred in providing services to eligible private school children such as the purchase and lease of real and personal property; insurance and maintenance costs; transportation; and other comparable goods and services including non-instructional computer technicians. Instead of direct costs, indirect costs to defray administrative expenses incurred by the board of education in the implementation of the Title I program may be covered. If indirect costs are charged, the coordinator's salary is the only other allowable administrative cost.
- **Substitute Salaries** – Pay substitute salaries for sick and personal leave for Title I funded staff. (Substitutes for professional development should be listed under Professional Development.)
- **Other: 30% Sick Pay** – Cover 30% sick pay toward teacher retirement for Title I funded staff (only for the number of years with Title I). Specify 30% sick pay in the "Other" category.
- **Other: Variations in Personnel Costs** – Cover variations in personnel costs, such as seniority pay differentials or fringe benefits differentials. The district may use this provision if schools are similar in terms of percent of low-income children and type of instructional program but differ in the amount needed for the salary and fringe benefit costs of the staff providing instruction. This policy must be applied consistently to staff serving both public and private school children throughout the district. Specify variations in personnel costs in the "Other" category.

These set-asides are listed in the *No Child Left Behind Act* (NCLB) and in the *Education Department General Administrative Regulations* (EDGAR). There may be some allowable items that do not fit into one of the categories. If the district plans to reserve funds in categories not listed, contact a Title I consultant to determine if the cost is allowable in the district set-asides.

Column 2: Amount

List the amount set aside for the expenses in Column 1 if applicable.

Column 3: Description

Describe what is included in each funded set-aside. Be specific. List staff as full-time equivalency (FTE). For example, on the "Administrative Costs" line, a description in Column 3 could be – salary and fringe benefits for .5 Title I coordinator and .5 secretary; single audit and administrative supplies.

If another funding source is being used for the option to transfer and/or supplemental educational services, please indicate the source of the funding (such as Title I school improvement funds, local funds, Title V funds, etc.)

If a lesser amount is needed for professional development for highly qualified staff, the option to transfer, and/or supplemental educational services, please note this.

District Summary

Line 1

List the total of the Title I allocation for 2005-06 + the amount transferred from other Title programs.

Line 2

List the total amount of the district set-asides found in Column 2 of the District Set-Asides.

Line 3

Do **not** enter data in Line 3. The total of the district set-asides is automatically subtracted from the total of the Title I allocation for 2005-06 + the amount transferred from other Title programs.

Line 4

Do **not** enter data in Line 4. The total amount for public and private schools must equal the total public school allocations (Worksheet 2) added to the total private school program allocation (Worksheet 4).

Completing Worksheet 2 Ranking of Public Schools for Eligibility and Selection for 2005-06

NCLB, Title I, Part A, Sections 1113

Ranking of Public Schools for Eligibility and Selection

The district must use Title I funds only in schools that have been selected for services through allowable procedures. The ranking of public schools is based on the percent of low-income children residing in that particular attendance area or enrolled in that school. **The documentation used to identify low-income children (on the selected date) must be kept on file in the district office.** One of the following measures must be used to identify low-income children:

- The number of children ages 5-17 in poverty from the most recent census data;
- The number of children eligible for free and reduced price meals;
- The number of children in families receiving Temporary Assistance for Needy Families TANF/AFDC);
- The number of children eligible to receive medical assistance under the Medicaid program;
- A composite of any of the above measures.

General Information

List the name of the district.

Low-Income Measure and Date of Low-Income Measure

List the measure used to determine the number of low-income students and the date (month/day/year) the measure was taken. If a composite is used, indicate which measures were used. The district must use the same measure of poverty for determining the ranking of each school; identifying eligible schools; and determining the allocation for each school. You may use any date during the 2004-05 school year; however, the date the measure is taken must be the same for all schools within the district.

Attendance Area or Enrollment

Check (X) either attendance area or enrollment to indicate the low-income measure applied. The term “attendance area” means, in relation to a particular public school, the geographical area in which the children who would normally be served by that school reside. In this case, attendance area must be used for both the total number of students and for the number of low-income students.

The term “enrollment” means the actual number of students enrolled in the public school on the

date the low-income measure is taken. In this case, enrollment must be used for both the total number of students and for the number of low-income students. You may use enrollment figures instead of attendance area figures as the low-income measure. Regardless of whether attendance area or enrollment figures are used, do **not** include preschool students in the total number of students or the number of low-income students.

Column 1: Public Schools

List **ALL public schools** in Column 1 of the worksheet in order to determine which schools are eligible for Title I services and which schools will be selected for Title I services. List the schools in **descending** order based on the **percent** (not number) of low-income children in the attendance area or in the enrollment of the school. Do **not** list a district preschool center on the worksheet. List an alternative school **only** if the school will be served by Title I.

Column 2: Total Number of Students

In Column 2, list the total number of students residing in the attendance area (public and private) or the total enrollment of the school. Do **not** include preschool students in the count for the total number of students (Column 2) and in the number of low-income students (Column 3). You must take the total count on the same day for all schools.

Column 3: Number of Low Income Students

Determine the low-income count for Column 3 on the same day the total count in Column 2 was taken. In Column 3(a), list the number of low-income children in the public attendance area or enrolled in the public school. If attendance area is used, in Column 3(b) list the number of low-income children in the public attendance area who attend private schools. If enrollment is used, in Column 3(c) list the number of low-income children attending private schools that **will be served**.

Column 4: Percent of Low-Income Students

In Column 4, the percent of low-income students for each school will be calculated. If attendance area is used, the percent of low-income children is calculated by adding Columns 3(a) and 3(b) and then dividing by the total of students in Column (2). If enrollment is used, the percent of low-income students is calculated by dividing Column 3(a) by Column 2. The number of low-income private students is not included when calculating the percent using enrollment figures.

Column 5: Eligibility Status Code

In Column 5, place the appropriate Eligibility Status Code. The district must serve, in rank order of poverty, the schools above 75% low-income, including any middle schools or high schools. A district may serve lower-ranked schools only after all of the schools above 75% low-income are served. The district may then continue on with the ranking by the district as a whole or rank remaining schools by grade span groupings. If the district has no schools above 75% low-income, it may rank by the district as a whole or by grade spans groupings. A district's organization of its schools defines its grade span groupings. For example, if a district has elementary schools serving all elementary grades, middle schools, and high schools, the grade span groupings would be grades K-5, 6-8, and 9-12. To the extent a district has schools that overlap grade spans (e.g., K-5, K-8, 6-8), the district should include a school in the grade span in which it is most appropriate.

Example of Using Grade Span Grouping: For schools at or below 75% low-income, you may rank the schools by grade span and give a middle school a smaller per pupil amount than the elementary schools even if the middle school's percent of low-income is above the elementary schools. In this case, use eligibility code 3 to show that the schools are ranked by grade span.

Use one of the following codes for each public school listed on the worksheet:

- 0 Place a "0" **before** the code of each **eligible** school that is **not** being served.
- 1 School is above 75% low-income. Schools above 75% low-income must be served in rank order regardless of grade span.
- 2 School is at or below 75% low-income ranked by district as a whole (*not by grade span*) and is at or above district average.
- 3 School is at or below 75% low-income ranked by grade span and is at or above district average.
- 4 School is ranked by district as a whole (*not by grade span*) and is below district average but at or above 35%.
- 5 School is ranked by grade span and is below district average but at or above 35%.
- 6 School is ranked by grade span and is at or above the grade span average.
- 7 School is served by feeder pattern. (For example: Three elementary schools feed into one middle school. See directions on page 12, Using the Feeder Pattern to Make a School Eligible for Title I Services).
- 8 School is served but is not in an eligible attendance area. The percent of low-income students enrolled in the school is equal to or greater than the percent of such students in a participating school attendance area.
- 9 School is not currently eligible but is being served because it was eligible and was served in the previous year (2003-04).
- 10 Ineligible for service. Do not use code #10 if the school is eligible but not served.

If the district needs to use eligibility status codes 7 and/or 8, contact a Title I consultant for more details. If eligibility status code 7 is used, list in the table the projected number of low-income students and the percent of low-income for that school based on the feeder pattern. On the line below the table, list the actual number of low-income students and percent for that school. Maintain your worksheet for documentation showing how the feeder pattern was derived. If eligibility status code 8 is used, list in the table the numbers and percent of low-income based on the enrollment of the school. On the line below the table, list the actual numbers and percent based on the attendance area.

Column 6: Per Pupil Amount

In Column 6, list the per pupil amount that is used to compute school allocations. A district must allocate Title I funds to participating schools in rank order based on the number of children from low-income families in each school. Remember, if a district serves a school with less than 35% low-income, it must use the formula on Worksheet 1 (District Set-Asides) to calculate the minimum per pupil amount before funds are set-aside at the district level. The district must allocate at least the minimum per pupil amount for each low-income child in every school the district serves, not just for those schools below 35% poverty. If the district serves only schools at or above 35% low-income, it is **not** required to calculate a minimum per pupil amount, and the per pupil amount may be determined after funds are set-aside at the district level.

The district may use the same per pupil amount to calculate school allocations for all schools served by Title I, or the district may use a higher per pupil amount to calculate school allocations for schools with higher poverty rates. A district that decides to serve schools below 75% low-income using grade span groupings may determine different per pupil amounts for different grade spans as long as those amounts do not exceed the amount allocated to any school above 75%. Per pupil amounts within grade spans may also vary as long as the district allocates higher per pupil amounts to higher poverty schools than it allocates to lower poverty schools.

In determining what per pupil amount to allocate, the district should keep in mind the purpose of Title I funds – to assist children who are most at risk of not meeting the state’s challenging academic achievement standards. The per pupil amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve the purpose of Title I.

Column 7: Total Public School Allocation

In Column 7, the allocation for each school served is calculated by multiplying the number of low-income students in Column 3 by the per pupil amount in Column 6. The number of low-income private students is not included when calculating the allocation using enrollment figures.

Completing Worksheet 3

Summary of Public School Title I Programs for 2005-06

NCLB, Title I, Part A, Sections 1113, 1114 and 1115

Summary of Public School Programs

General Information

List the name of the district.

Column 1: Public Schools Served By Title I

List all **public** schools **served** by Title I.

Column 2: Schoolwide Program or Targeted Assistance School

In Column 2, identify the school as either a schoolwide program (SWP) or a targeted assistance school (TAS). If a school became eligible to be a schoolwide program by using a different low-income measure or a different date; by using enrollment; by using the feeder pattern; or through a waiver, explain on the line below the table the method used and the percent of low-income based on that method. If the school was already a schoolwide program but has dropped below 40%, please indicate this on the line. Even if it drops below 40% low-income, the school may continue to operate a schoolwide program as long as it is served by Title I.

Column 3: Title I Staffing

In Column 3, indicate the number of Title I funded teachers, paraeducators, and other staff in full-time equivalency (FTE).

Column 4: Description

In Column 4, summarize the types of Title I funded services provided at each school. Include the grade levels for the services. Include the title for “other” staff.

Completing Worksheet 4

Participation of Private School Children for 2005-06

NCLB, Title I, Part A, Sections 1120

Participation of Private School Children

The Title I law requires that eligible children who reside in participating school attendance areas and are enrolled in private schools (**within and outside the district**) be offered an equitable

opportunity to participate in the benefits funded by this legislation. Home schools are treated as private schools for Title I purposes.

General Information

List the name of the district.

Low-Income Measure

List the measure used to determine the number of low-income private school students. Funding for **service** for eligible private school students is based on the number of low-income students from participating attendance areas. The per pupil amount for low-income private school students must be the same as the per pupil amount for the public school the child would have attended. The district, in consultation with private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort. The district may count private school children from low-income families every year or every two years. Documentation of low-income private school students must be on file in the district Title I office. The district has the final authority to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by:

- Using the same measure of low income used to count public school children;
- Using the results of a survey, that to the extent possible, protects the identity of families of private school students. The district may extrapolate data from the survey based on a representative sample if complete actual data are not available;
- Using comparable data from a different source, such as scholarship applications as long as the income level for both sources is generally the same.
- Applying the low-income percent of each participating public school to the number of private school children who reside in that school attendance area; or
- Using an equated measure of low income correlated with the measure of low income used to count public school children.

Column 1: Participating Private Schools

In Column 1, list the name of each private school **participating** in Title I. List the school each time for different per pupil amounts (from Column 3).

Column 2: Number of Low-Income Students

In Column 2, list the total number of low-income private students from participating attendance areas/schools. Keep documentation of low-income private students on file in the district Title I office. If enrollment is used to determine the ranking of public schools, the private school number should match the number found in Column 3(c) on Worksheet 2 (Ranking of Public Schools).

Column 3: Per Pupil Amount

In Column 3, list the per pupil amount for each private school program. The per pupil amount must be the same as the public school per pupil amount that the child would have attended – Column 6 of Worksheet 2 (Ranking of Public Schools).

Column 4: Private School Program Allocation

In Column 4, the private school program allocation is calculated by multiplying figures from Column 2 by Column 3. The allocations are a means by which service is provided to eligible private school students. The public school district maintains the allocations for private school services. The allocations from all the private schools served may be pooled to provide Title I services to eligible private school students.

Completing Worksheet 5

Summary of Title I Services for Private School Students and Consultation for 2005-06

NCLB, Title I, Part A, Section 1120

Summary of Services for Private School Students

The district has two options in providing equitable services to eligible students in private schools:

- The district may provide equitable services to eligible children in **each** private school with the funds generated by low-income students; or
- The district may combine the funds generated by low-income private school students in all participating areas to create a **pool** of funds from which it provides equitable services to eligible private school students. Under this option, the service provided to eligible students in a particular private school is not dependent upon the amount of funds generated by low-income students in the school.

General Information

List the name of the district.

Column 1: Private Schools with Students Served by Title I

In Column 1, list the private schools with students served by Title I.

Column 2: Title I Staffing

List Title I staff as full-time equivalent (FTE) for Title I services to eligible private school students. You may list the staff FTE as a total for all private schools. Paraeducators who provide services to eligible private school students and are employed by the district must be under the direct supervision of a highly qualified public school teacher throughout the duration of the services/program being offered. Paraeducators hired by a third-party contractor to work in a Title I program must work under the direct supervision of a teacher. That teacher does not have to meet the teacher qualification requirement if the third party contractor also employs the teacher.

Column 3: Description of Title I Services

In Column 3, describe the Title I services for eligible private school students. Include the grade levels for each service at each school. (For example: Reading services will be provided in a separate room in the private school during the school day for Grades K-6). This may be the same for all schools served.

Consultation with Private School Officials

To ensure timely and meaningful consultation, the district Title I coordinator must consult with appropriate private school officials during the design and development of the district's Title I program.

Participating Private School(s)

List the participating **private** schools.

Name (Signature) of Private School Official(s)

Ask the official from each participating private school to sign the Consultation with Private School Officials to affirm that consultation did occur. If the Ranking Report is submitted via email, list the official's name. The name will serve as certification that the signature is on file in the district Title I office. Documentation of on-going consultation must also be kept on file in the district Title I office.

Using the Feeder Pattern To Make a School Eligible for Title I Services Or To Qualify a School For a Schoolwide Program

NCLB section 1113

Often middle and high schools are not identified as eligible for Title I services because high school and middle school students are less likely to participate in free and reduced-price meal programs than are elementary school students. Even if the school is served by Title I, Part A, often the percent of poverty is not at the 40% requirement for the school to qualify for a schoolwide program. A district may use the feeder pattern concept to: (1) make a school eligible for Title I services; **or** (2) qualify a school for a schoolwide program. This concept allows the district to **project** the number of low-income children in a middle or high school based on the average poverty rate of the elementary schools that feed into that school. The district makes the decision to use the feeder pattern.

Using the Feeder Pattern to Make a School Eligible for Title I Services

If the feeder pattern is used to make a middle or high school eligible for Title I services, the district must use the average percent of low-income and the projected number of low-income on the Title I Ranking Report (Eligibility Code 7 on Worksheet 2, Column 5). The school is also listed in the table in descending rank order according to the average percent of low-income based on the feeder pattern. The projected number is used to determine the allocation for the school. The actual percent of low-income and the actual number of low-income students are recorded on the line below the table.

In the example below, since this middle school is actually at 25% low-income ($500 \div 2,000$), it is **not** eligible for Title I services; however, the district may use the feeder pattern to make the school eligible for Title I services:

| Elementary Schools Feeding Into Middle School | Total # of Students In Each School | # Of Low-Income Students In Each School |
|--|---------------------------------------|--|
| Elementary School A | 542 | 300 |
| Elementary School B | 304 | 100 |
| Elementary School C | 563 | 200 |
| Elementary School D | 811 | 220 |
| Total | 2,220 | 820 |
| Middle School (actual #s) | 2,000 | 500 |

To use the feeder pattern to make a school **eligible for Title I services**:

- Calculate the average percent of poverty for the four elementary schools by dividing the total number of low-income students by the total number of students ($820 \div 2,220$). The average percent of poverty for the elementary schools is 36.94%.
Because the four elementary schools feed into the middle school, the poverty percent of the middle school now becomes 36.94%. **This percentage (36.94%) is used to rank the middle school and make it eligible for Title I services.**
- Calculate the projected number of low-income students in the middle school by multiplying the total number of students in the middle school by the average percent of poverty for the elementary schools ($2,000 \times 36.94\% = 739$). **This projected number of low-income students (739) is used for calculating the Title I allocation for the middle school.**

Using the Feeder Pattern to Qualify a School for a Schoolwide Program

In using the feeder pattern to qualify a school for a schoolwide program (and not using it to make the school eligible), the district is **not** required to use the average percent of poverty (which would be higher than the actual percent) to rank order the school for eligibility. The district is also **not** required to use the projected number of low-income students (which would be higher than the actual number) to determine the allocation to the school.

If the feeder pattern is used to qualify a middle or high school for a schoolwide program, the actual percent of poverty and the actual number of low-income students must be used on the Title I Ranking Report to show eligibility and participation in Title I services. The school is listed in descending rank order according to the actual percent of low-income. The Eligibility Code based on the actual number and percent is used on Worksheet 2, Column 5 (Eligibility Code 7 is **not** used). The actual number of poverty students must be used for allocating Title I funds to the school. If the feeder pattern is used to qualify a middle or high school for a schoolwide program, the projected number is recorded on the line below the table on Worksheet 3 of the Title I Ranking Report.

In the example below, the actual percent of low-income for the Middle School is 35% ($700 \div 2,000$), so the school is eligible for Title I services but is **not** eligible to be a schoolwide program. The example demonstrates using the feeder pattern to qualify the middle school for a schoolwide program:

| Elementary Schools Feeding Into Middle School | Total # of Students In Each School | # Of Low-Income Students In Each School |
|---|------------------------------------|---|
| Elementary School A | 568 | 364 |
| Elementary School B | 329 | 163 |
| Elementary School C | 588 | 262 |
| Elementary School D | 835 | 277 |
| Total | 2,320 | 1,066 |
| Middle School (actual #s) | 2,000 | 700 |

To use the feeder pattern to **qualify a school for a schoolwide program**:

1. Calculate the average percent of poverty for the elementary schools by dividing the total number of low-income students by the total number of students ($1,066 \div 2,320$). The average percent of poverty for the elementary schools is 45.95%. **This percentage (45.95%) is used to qualify the middle school for a schoolwide program.**

The information in these directions is based on the U.S. Department of Education policy guidance *Identifying Eligible Title I Schools and Attendance Areas* that may be found at <http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>.